



PASS SCORE REPORT USER'S GUIDE

**For Use with
Spring 2011 Score Reports**

**Office of Assessment
South Carolina Department of Education**

A copy of this document is also available at the following address:
<http://www.ed.sc.gov/agency/accountability/assessment/documents/2011passuserguide.pdf>

Additional PASS resources for parents, educators, and others
can be accessed from the Office of Assessment's PASS Web page.
<http://www.ed.sc.gov/agency/accountability/assessment/pass.html>
These resources include the "PASS Essentials" brochure, test blueprints,
academic standards, rubrics, and sample items.

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The Palmetto Assessment of State Standards (PASS)

Education Accountability Act

South Carolina's Education Accountability Act (Chapter 18, Title 59 of the 1976 Code) was amended in 2008 to revise the manner in which students, schools, and districts are assessed and to designate new levels of school academic performance. Excerpts from this legislation can be accessed on the South Carolina Department of Education Web site at http://www.ed.sc.gov/agency/accountability/assessment/old/assessment/related_laws/documents/EAA.docx.

As mandated by this legislation, a new assessment, the Palmetto Assessment of State Standards (PASS), was developed to replace the Palmetto Achievement Challenge Tests (PACT) which were administered from 1999 to 2008. Implemented in 2009, PASS is designed to measure the performance of public school students in grades three through eight and includes tests in writing, English language arts (ELA), mathematics, science, and social studies. Beginning with the 2008–09 school year, the PASS test results have been used for school and school district accountability purposes. The assessment results are also used for federal accountability purposes (No Child Left Behind).

Subjects and Grades Tested

All students in grades three through eight take the PASS ELA and mathematics tests. All students in grades 4 and 7 take both the science and social studies tests. Students in grades 3, 5, 6, and 8 take either the science or the social studies test (with approximately half of the students in each of those grades taking each test). For 2011, the PASS writing test was administered only to students in grades 5 and 8. Students in grades 3, 4, 6, and 7 did not participate in the writing test in 2011. The writing test is administered in March; the remaining subjects are administered during May. Field test items, when feasible, are embedded within the operational forms of each test.

South Carolina Academic Standards and Indicators

All PASS items are aligned with South Carolina's academic standards for each subject and grade level. Academic standards describe what schools are expected to teach and what students are expected to learn. The following is a sample of an ELA academic standard appropriate for students in grades three through eight.

The student will read and comprehend a variety of literary texts in print and nonprint formats.

Academic standards also include indicators which are statements of the specific cognitive processes and the content knowledge and skills that students must demonstrate to meet the grade-level standards. The following example is an indicator for the ELA standard listed above.

Analyze literary texts to draw conclusions and make inferences.

Test items on the PASS are written to assess the content knowledge and skills described in the academic standards and indicators. Committees of South Carolina teachers review the test items to make sure that there is a match between the items and the standards.

The academic standards and supporting documents are available on the South Carolina Department of Education Web site at <http://www.ed.sc.gov/agency/standards-and-learning/academic-standards/>. In the "Content Area Web Pages" chart, click on the link for the appropriate subject—English language arts (for PASS writing and ELA), mathematics, science, or social studies.

An overview of the standards (or domains) assessed on each test is provided in the following tables.

Writing Domains			
Content & Development	Organization	Voice	Conventions

ELA Standards			
Reading: Literary Texts	Reading: Informational Texts	Reading: Building Vocabulary	Researching

Mathematics Standards				
Number & Operations	Algebra	Geometry	Measurement	Data Analysis & Probability

Science Standards						
Grade						
3	Scientific Inquiry	Habitats & Adaptations	Earth's Materials & Changes	Heat & Changes in Matter	Motion & Sound	
4	Scientific Inquiry	Organisms & Their Environments	Astronomy	Weather	Properties of Light & Electricity	
5	Scientific Inquiry	Ecosystems: Terrestrial & Aquatic	Landforms & Oceans	Properties of Matter	Forces & Motion	
6	Scientific Inquiry	Plants: Structures, Processes, & Responses	Animals: Structures, Processes, & Responses	Earth's Atmosphere & Weather	Conservation of Energy	
7	Scientific Inquiry	Cells & Heredity	Human Body Systems & Disease	Ecology: Biotic & Abiotic Environment	Chemical Nature of Matter	
8	Scientific Inquiry	Earth's Biological History	Earth's Structure & Processes	Astronomy: Earth & Space Systems	Forces & Motion	Waves

Social Studies Standards							
Grade							
3	Places, Regions, & Human Systems	Exploration & Settlement	American Revolution & New Nation	Civil War & Reconstruction	Late 19 th & 20 th Century S.C.		
4	Exploration	Settlement	Colonial Conflict	A New Nation	Westward Movement	Civil War	
5	Reconstruction	Westward Expansion	U.S. as a World Power	The 1920s & 1930s	Cold War	Developments Since 1992	
6	Cradles of Civilization	Ancient Classical Civilizations	The Middle Ages	Other Pre-Renaissance Cultures	Renaissance & Reformation	European Exploration & Settlement	
7	European Colonial Expansion	Absolute Monarchies & Constitutional Government	Age of Revolution	Global Imperialism	Early 20 th Century World Conflicts	Post-World War II	20 th Century (to Present) Changes
8	Settlement of S.C. & the U.S.	S.C. in the Revolution & New Nation	The Civil War	Reconstruction in S.C.	Late 19 th Century U.S.	Early 20 th Century S.C.	Mid to Late 20 th Century S.C.

Types of Test Items

Multiple-Choice Items (All Subjects)

Multiple-choice items require students to select a correct answer from several reasonable options. The number of multiple-choice items on a test varies by subject and grade level. Each multiple-choice item is scored as right or wrong and has a value of one point. If a student does not answer or marks more than one answer for an item, the item is scored as wrong and the student receives no point for that item.

Extended-Response Items (Writing Only)

Extended-response items require a written response from students. Students are asked to write a composition in response to a given prompt (topic). Extended-response items are scored using a domain-based scoring rubric designed to measure the student's control of specific features of writing. Students receive scores for four domains: content and development, organization, voice, and conventions. (See the rubric in Appendix A.)

Test Blueprints

The test blueprint for each subject specifies the total number of items on each grade-level test, as well as the approximate number of items per standard (or domain, for writing). For example, the mathematics test blueprint indicates that there are a total of 50 items on the grade 3 test, with approximately 13–15 items assessing the Number and Operations standard and approximately 8–10 items assessing each of the other four standards. The blueprints are located on the PASS Web page under the link for the subject: <http://www.ed.sc.gov/agency/accountability/assessment/pass.html>. As noted on the blueprints, the PASS tests may contain more total items than specified, due to embedded field testing.

PASS Format

Writing

The PASS writing test is administered over two days in March each year.

Day 1 – The first day of the writing test consists of one extended-response item (writing prompt). Students are able to use a dictionary or thesaurus for the extended-response item.

In addition to the prompt, instructions and a copy of the scoring rubric are included in each student's answer document. The instructions and rubric were updated for use in the 2009 implementation of PASS. A statewide committee of ELA educators assisted with the revisions to reflect the 2008 ELA academic standards. A copy of a sample writing answer document can be accessed by clicking on the link below.

[Sample Writing Answer Document \(pdf\)](#)

Extended-response items are scored using a domain-based scoring model that considers the student's control of specific features of writing. Students receive scores for four domains: content and development, organization, voice, and conventions. For voice, the highest score is 3; for all other domains, the highest score is 4. The extended-response rubric is found in Appendix A or by clicking on the link below.

[Extended-Response Rubric \(pdf\)](#)

Day 2 – Editing passages accompanied by multiple-choice items and stand-alone multiple-choice items are included on the Day 2 writing test. Students cannot use a dictionary or thesaurus for this part of the writing test.

To help familiarize teachers and students with the format that is used on the writing test, several editing passages and accompanying multiple-choice items can be found by clicking on the link below. Answer keys and domain alignment are shown for all sample items.

[Writing Sample Multiple-choice Items \(pdf\)](#)

English Language Arts (Reading and Research)

The multiple-choice items on the English language arts (ELA) test are based on reading passages. An example of an ELA item is given below showing the standard and indicator to which it is aligned.

**Grade 4 Standard 1:
(Reading: Literary Texts)**

The student will read and comprehend a variety of literary texts in print and nonprint formats.

Indicator 4-1.2:

Analyze literary texts to draw conclusions and make inferences.

Based on the passage, where did Thomas Jefferson **most likely** learn to love reading?

- A. in school
- B. in college
- C. in Congress
- D. in his home

Key: D

Mathematics

All items on the mathematics test are multiple-choice. An example of a mathematics item is given below showing the standard and indicator to which it is aligned.

**Grade 5 Standard 6:
(Data Analysis & Probability)**

The student will demonstrate through the mathematical processes an understanding of investigation design, the effect of data-collection methods on a data set, the interpretation and application of the measure of central tendency, and the application of basic concepts of probability.

Indicator 5-6.3:

Apply procedures to calculate the measures of central tendency (mean, median, and mode).

Students in Ms. Ray's classroom had these scores on a science test.

Name	Score
Sue	100
Sam	70
Sherri	95
Sally	70
Stephen	90

What is the mean of the students' scores?

- A. 70
- B. 85
- C. 90
- D. 95

Key: B

Science

All items on the science test are multiple-choice. An example of a science item is provided below showing the standard and indicator to which it is aligned.

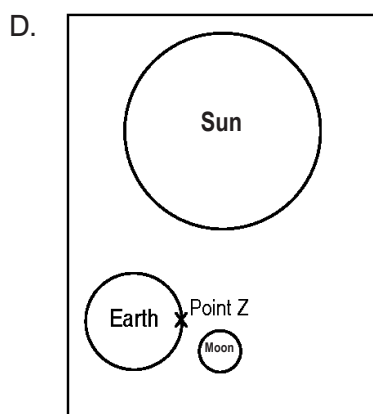
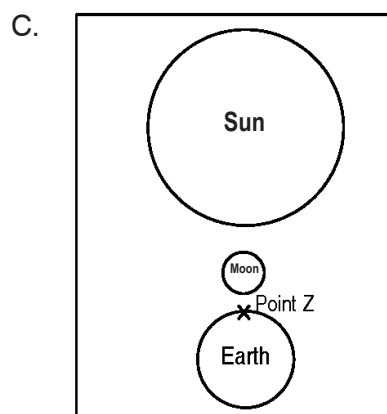
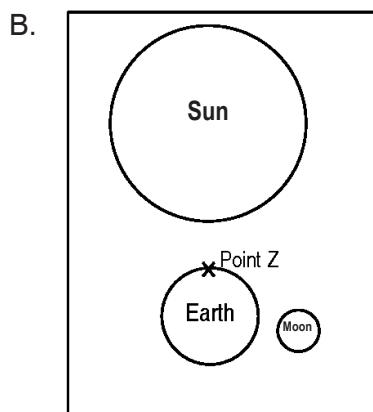
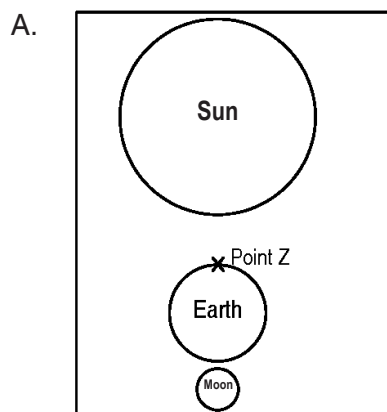
**Grade 8 Standard 4:
(Astronomy: Earth &
Space Systems)**

The student will demonstrate an understanding of the characteristics, structure, and predictable motions of celestial bodies. (Earth Science)

Indicator 8-4.4:

Explain the motions of Earth and the Moon and the effects of these motions as they orbit the Sun (including day, year, phases of the Moon, eclipses, and tides).

The Moon and the Sun exert a gravitational pull on the oceans, resulting in high and low tides. Which diagram shows where the Sun and Moon would need to be positioned to produce the highest tides on Earth at point Z?



Key: C

Social Studies

All items on the social studies test are multiple-choice. An example of a social studies item is provided below showing the standard and indicator to which it is aligned.

**Grade 4 Standard 3:
(Colonial Conflict)**

The student will demonstrate an understanding of the conflict between the American colonies and England.

Indicator 4-3.1:

Explain the political and economic factors leading to the American Revolution, including the French and Indian War; British colonial policies such as the Stamp Act, the Tea Act, and the so-called Intolerable Acts; and the American colonists' early resistance through boycotts, congresses, and petitions.

England taxed the colonists in North America but did not give them representation in parliament. Which conflict happened as a result?

- A. French and Indian War
- B. American Revolutionary War
- C. War of 1812
- D. American Civil War

Key: B

Test Results

PASS test results are reported in terms of total scale scores, performance levels, and performance by standard for each test.

Performance Levels

Three performance levels were established to reflect the continuum of knowledge and skills exhibited by students on the PASS: Exemplary, Met, and Not Met.

PASS performance levels, as defined by the Education Accountability Act, are as follows:

Exemplary: The student demonstrated exemplary performance in meeting the grade level standard.

Met: The student met the grade level standard.

Not Met: The student did not meet the grade level standard.

The performance levels are useful for assessing a school's overall performance and appropriate for the grade levels within the school. For purposes of reporting as required by federal statute, "proficiency" shall include students performing at the Met and Exemplary levels.

Cut-off Scores

Cut-off scores corresponding to the three overall performance levels are presented in the following tables. The cut-off scores for each subject and grade level do not change from year to year or across test forms. The lowest and highest possible total scale scores (i.e., the lower limit of the Not Met score range and the upper limit of the Exemplary score range) will not vary from year to year and/or across forms.

Note: For some grades and subjects, it is impossible for a student to achieve the lowest (300) or the highest (900) possible scale score even though 300 and 900 will be the lowest and highest points on the Individual Student Report (ISR) score graph for all grades and subjects.

PASS Cut-off Scores

Writing

Grade	Not Met	Met	Exemplary
5	300 – 599	600 – 648	649 – 900
8	300 – 599	600 – 650	651 – 900

English Language Arts

Grade	Not Met	Met	Exemplary
3	300 – 599	600 – 642	643 – 900
4	300 – 599	600 – 648	649 – 900
5	300 – 599	600 – 660	661 – 900
6	300 – 599	600 – 647	648 – 900
7	300 – 599	600 – 643	644 – 900
8	300 – 599	600 – 648	649 – 900

PASS Cut-off Scores (continued)

Mathematics

Grade	Not Met	Met	Exemplary
3	300 – 599	600 – 641	642 – 900
4	300 – 599	600 – 657	658 – 900
5	300 – 599	600 – 658	659 – 900
6	300 – 599	600 – 657	658 – 900
7	300 – 599	600 – 651	652 – 900
8	300 – 599	600 – 656	657 – 900

Science

Grade	Not Met	Met	Exemplary
3	300 – 599	600 – 648	649 – 900
4	300 – 599	600 – 673	674 – 900
5	300 – 599	600 – 675	676 – 900
6	300 – 599	600 – 668	669 – 900
7	300 – 599	600 – 663	664 – 900
8	300 – 599	600 – 650	651 – 900

Social Studies

Grade	Not Met	Met	Exemplary
3	300 – 599	600 – 652	653 – 900
4	300 – 599	600 – 667	668 – 900
5	300 – 599	600 – 657	658 – 900
6	300 – 599	600 – 670	671 – 900
7	300 – 599	600 – 645	646 – 900
8	300 – 599	600 – 655	656 – 900

SCORE REPORTS

For 2011, the following types of score reports will be generated by the contractor: Student Rosters, Parent Letters, Individual Student Reports (ISRs), and student labels. Rosters and Parent Letters will be provided electronically only, via eDIRECT. Both electronic and paper copies of ISRs will be provided. More information about these reports, along with a sample of each type, is presented in this guide. The sample reports are for illustrative purposes only and are not intended to reflect the actual performance of any student(s) in South Carolina.

Score Report Notes

Braille and Sign Language. If a student with a documented disability took a Braille test or a Sign Language test (for students who are deaf or hard of hearing), the abbreviation “BR” or “SL” will be printed following the student’s score on the student label; “Braille” or “SL” will be printed following the student’s score on the ISR.

Incompletes for Writing. The writing test is a two-day test, with the answer document divided into sections for Day 1 and Day 2. Any student who answers questions on one day only of the writing test receives an “incomplete” for the test. On all reports, “Incomplete” or “INC” will be printed in place of the student’s writing scale score. The student’s writing test results will be reported as “Incomplete⁺” or “INC⁺” if the student receives enough points from one day of testing to score at or above the Met performance level. A writing performance level will **not** be reported for any student who receives an “Incomplete” or “Incomplete⁺.”

Home School Students. A home school student who participates in PASS testing is a student who is in a home schooling program approved by the District Board of Trustees. For reporting purposes, these students will be assigned a school code of “000” and a school name of “Home School.” The ISRs and student labels for home school students are packaged in district-level boxes.

Non-Standard Testing Accommodations. Test results for students who use non-standard testing accommodations are not comparable to test results for students who do not use non-standard testing accommodations. If a student with a documented disability used a non-standard testing accommodation, the ISR will contain a message about the accommodation and the student label will include the applicable code:

- E = calculator (mathematics grades 3 and 4)
- G = extended writing options (writing grades 5 and 8)
- H = oral administration (ELA grades 3 and 4)
- M = signed administration (ELA grades 3 and 4)

Labels identifying the non-standard testing accommodation codes are sent to districts along with the ISRs and student labels. (See below.)

Non-Standard Testing Accommodations

The student used the non-standard testing accommodation(s) indicated on the student label. Therefore, the student’s test results may not reflect performance with respect to the curriculum standards for his or her grade.

(E=calculator, G=extended writing options, H=oral admin. ELA,
M=signed admin. ELA)

Student Rosters (eDIRECT only)

The student rosters are produced at the district and school level. School-level rosters contain student results for the specific school. The results are sorted by grade level tested; within each grade, students are listed alphabetically by last name, first name, middle initial. District-level rosters will combine all schools within the district into a single roster. The sort order for the district rosters is as follows: fall assignment school BEDS code, grade level tested, student name (last, first, middle initial).

Student rosters will be produced by both fall assignment school and origin school and will be accessible to the districts and schools via eDIRECT. These rosters will be in comma delimited (CSV) format and can be opened using Excel. Fall assigned students will appear in both the fall assigned roster as well as the origin school roster.

Student Demographic Information

Student demographic information appears in columns on the left side of the report. District information, as well as names and School Identifying Numbers (SIN) or BEDS codes for origin and fall assignment schools occupy the first five columns of the report. The student's tested grade, name (last, first, middle initial), student ID (formerly referred to as "SASI/PowerSchool number"), state ID, and birth date appear in the next seven columns. The remaining columns of demographic information provide codes for gender, race/ethnicity, and any applicable IEP (Disability) codes. (See Appendix B for explanations of the race/ethnicity and IEP disability code abbreviations.)

The sample report indicates that Jamie Adamms is an eighth grade student with BEDS codes for his origin school as 0101001 and fall assignment school as 0101002; his student ID is 100015648607; his state ID is 1000126845; his birth date is 09/19/96; he is male (M), white (W); and does not have a documented disability in an IEP.

Test Results

Scale Score: The "Scale Score" column for each subject indicates the student's total scale score for the test. Jamie's total scale scores were 610 for the writing test, 580 for the ELA test, 680 for the mathematics test, and 640 for the science test.*

Performance Level: Each "Scale Score" column is followed by a column indicating the student's performance level ("Perf Level") for the test. Jamie's performance levels were as follows: Met for writing, Not Met for ELA, Exemplary for mathematics, and Met for science.*

*Since Jamie is an eighth grader, he was not tested in both science and social studies. Thus, his "Scale Score" and "Perf Level" columns for social studies are blank. Other students listed on the sample roster have test results for social studies only.

Sample Student Roster (grade 8 example)

PASS 2011 Test Administration - District Student Roster																								
District	Origin School	Origin School BEDS Code	Fall Assign School	Fall Assign BEDS Code	Grade	Last Name	First Name	MI	Student ID	State ID	Birth Date	Gender	Race/ Ethnicity	Disability	Writing Scale Score	Writing Perf Level	ELA Scale Score	ELA Perf Level	Math Scale Score	Math Perf Level	Science Scale Score	Science Perf Level	Social Studies Scale Score	Social Studies Perf Level
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Adams	Jamie	F	100015648607	1000126845	09/19/96	M	W		610	Met	580	Not Met	680	Exemplary	640	Met		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Belker	Gerald	A	100000012345	1000000123	11/12/96	M	W	AU DB ED	620	Met	610	Met	560	Not Met		620	Met	
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	No Name Available			10007012387	1000701011	10/??/97	M			590	Not Met								
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Armstrong	Mary	?	100000014519	1000000521	03/21/96	F	M		INC+		655	Exemplary	610	Met	615	Met		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Henderson	Joshua	N	100000012387	10000001011	10/29/96	M	W				620	Met	660	Exemplary			590	Not Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Dirken	Student		100000012399	1000001547	09/24/97	?	I	OHI		INC	590	Not Met	630	Met	605	Met		
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Garcia	Elizabetha	M	100000012399	1000000287	06/15/96	F	H		640	Met	630	Met	625	Met			620	Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Charles	Maranda	L	100000054213	1000054321	04/01/96	F	W		540	Not Met	550	Not Met	570	Not Met			550	Not Met
Hartsville	Hartsville Intermediate	0101001	Hartsville High School	0101002	8	Fong	David	A	100000053781	1000051278	02/28/97	M	A	HH	660	Exemplary	655	Exemplary	670	Exemplary	675	Exemplary		
Hartsville	Hartsville Intermediate	0101003	Hartsville High School	0101002	8	Ricardo	Eduardo	S	100000052789	1000054121	11/15/96	M	H		625	Met	615	Met	620	Met	630	Met		
Hartsville	Hartsville Intermediate	0101003	Hartsville High School	0101002	8	Sussman	Jennifer	H	100000054622	1000053978	05/26/97	F	W		655	Exemplary	640	Met	570	Not Met			555	Not Met
Hartsville	Hartsville High School	0101002	Hartsville High School	0101002	8	Kerry	Tiffany	N	100000053489	1000056194	12/24/96	F	M		645	Met	640	Met	635	Met	640	Met		
Hartsville	Hartsville High School	0101002	Hartsville High School	0101002	8	Nowitzki	Andrew		100000052463	1000056334	01/07/95	M	W		630	Met								
Hartsville	Hartsville High School	0101002	Hartsville High School	0101002	8	Nowitzki			100000752463	1007056334	01/07/75	M	W				660	Exemplary	630	Met			620	Met

Parent Letters (eDIRECT only)

The Parent Letter provides a brief description of the PASS tests, followed by a chart indicating the student's performance level and total scale score for each test taken.

Demographic information—the student's district, tested school, fall assignment school, and date of birth (DOB)—is provided at the bottom of the Parent Letter.

Schools will be able to download electronic versions of the Parent Letter from eDIRECT.

Sample Parent Letter (grade 8 example)



Mick Zais
Superintendent

1429 Senate Street
Columbia, South Carolina 29201

June 20, 2011

Dear Parent(s)/Guardian(s):

This letter provides information regarding your child's performance on the Spring 2011 Palmetto Assessment of State Standards (PASS). The PASS consists of five tests. Writing, a two-day test, was administered in March to students in grades 5 and 8 only. The writing test includes an extended-response item and multiple-choice items. English language arts, mathematics, science, and social studies, all of which were administered in May to students in grades 3 through 8, include only multiple-choice items. Students in grades 3, 5, 6, and 8 were tested in either science or social studies.

Three performance levels, described below, were established to reflect the continuum of knowledge and skills exhibited by students on the PASS: Exemplary, Met, and Not Met.

Exemplary: The student demonstrated exemplary performance in meeting the grade level standard.

Met: The student met the grade level standard.

Not Met: The student did not meet the grade level standard.

Performance levels are determined by the student's total scale score, which is the scale score attained by the student on the individual test. For all PASS tests, the scale scores range from 300-900.

Your child, **Jamie F. Adamms**, received the scale scores and performance levels shown in the chart, for the **grade 8** 2011 PASS tests.

Subject	Scale Score	Performance Level
Writing	610	Met
English Language Arts (Reading and Research)	580	Not Met
Mathematics	680	Exemplary
Science	640	Met
Social Studies		

Other Student Information

District: Hartsville County
Tested School: Hartsville Intermediate
Fall Assign School: Hartsville High
DOB: 09/19/1996

phone: 803-734-8492 • fax: 803-734-3389 • ed.sc.gov

Individual Student Reports (eDIRECT & paper)

The Individual Student Report (ISR) presents the student's results for each test taken. Schools receive two paper copies (one home copy and one school copy) of the ISR for each student. Schools can also download electronic versions of the ISRs from eDIRECT.

The ISR is designed as a tri-fold document, with six "pages": the front cover, inside front cover (containing a PASS Results chart and writing results), and separate pages for English language arts, mathematics, science, and social studies results. A sample front cover and inside front cover for a grade 8 ISR appear on page 16. Sample English language arts, mathematics, science, and social studies pages for a grade 4 ISR are provided on pages 17 and 18.

The front cover of the ISR provides the student's name, birth date, tested grade, state ID, school name(s), and district. If the student's "fall assignment" school is different from the "origin" school, both school names will appear, with the fall assignment school listed second (under the heading "Fall Assign School"). If the two schools are the same (or the district did not use fall assignment coding), only the origin school name will appear.

The front cover of the ISR also provides a brief description of the PASS performance levels and types of items used on the tests. On the inside of the front cover, a chart shows the student's performance level for each test. Below the chart, more detailed test results are presented for the writing test. More detailed results for each of the other tests are provided on the remaining pages of the ISR. For each test, student results include the following information:

- Total Scale Score
- Performance Level
- Non-Standard Testing Accommodations, if applicable
- Score Graph, and
- Test Performance by Standard or Domain.

The writing, ELA, mathematics, science, and social studies tests are designed to measure student performance on each academic standard (or domain, for writing). For the ELA, mathematics, science, and social studies tests, the ISR provides information indicating how well each student performed on each standard. For writing, student performance is assessed on four domains: content and development, organization, voice, and conventions. Both extended-response and multiple-choice items contribute to the writing domain performance information that appears in the bottom portion of the writing results page.*

The following three statements are used to describe a student's performance on each standard or domain:

- <Student Name>'s test performance shows strengths in the standard(s) listed.
- <Student Name> may benefit from additional activities that focus on the standard(s) listed.
- <Student Name>'s test performance shows weakness and a need for further instruction in the standard(s) listed.

Following each statement, the name(s) of the applicable standard(s) will be listed. The statement will only appear if there is at least one applicable standard.

*Note: The student's extended-response domain scores are reported separately. These scores are printed just below the total scale score and performance level. (See the scoring rubric in Appendix A for an explanation of the domain scores.)

Total Scale Score

The total scale score is the scale score attained by the student on the test. According to the sample ISR pages, Jamie's total scale score was 610 for the grade 8 writing test; Jane's total scale scores on the grade 4 tests were 580 for ELA, 680 for mathematics, 640 for science, and 660 for social studies.

Performance Level

The student's overall performance level on each test is categorized as Not Met, Met, or Exemplary. For example, Jamie's overall performance level was Met for writing; Jane's overall performance levels were Not Met for ELA, Exemplary for mathematics, and Met for science and social studies.

Non-standard Testing Accommodations

If a student used a non-standard testing accommodation for the test, an asterisk (*) will be printed next to the student's performance level. A statement identifying the non-standard accommodation used by the student and an explanation of the results are printed below the performance level. The sample ISR page for English language arts indicates that Jane used oral administration as a non-standard testing accommodation for ELA.

Score Graph

A score graph displays the student's total scale score (indicated by a black dot) in relation to the performance levels. The dotted line above and below represents the standard error of measurement (SEM) or degree of uncertainty in the estimate of the student's scale score. Even with no change in knowledge, if a student were to take an equivalent test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line. On the ISR, a description of the score graph appears at the bottom of the Science page.

Domain Scores (extended-response only)

The student's extended-response is scored on four domains: content development, organization, voice, and conventions. These domain scores are printed below the total scale score and performance level for writing. For all domains except voice, the highest score is 4; for voice, the highest score is 3. (See the scoring rubric in Appendix A.)

Test Performance by Domain/Standard

Information is also provided by domain (for writing, based on extended-response and multiple-choice items) or by standard (for ELA, mathematics, science, and social studies). Statements indicating the student's strengths, areas of additional focus needed, and weaknesses are displayed, as applicable, for each subject tested.

Lexile Ranges (ELA only)

A Lexile measure range will appear in the ELA section of the ISR. Lexile measures (expressed as numbers followed by the letter "L") provide information about a student's current reading ability. Lexiles can also indicate the difficulty of a text (e.g., a book, article, essay). On the sample ISR page for English language arts, Jane's Lexile range is reported as BRL–85L.

The code "BR" denotes a beginning reader, while numeric Lexile measures range from 0L to 1500L or higher for advanced readers and texts.

Lexile measures will be reported for all students with ELA scores, including students who were administered customized forms (i.e., Braille and Sign Language). It has come to our attention that MetaMetrics has not conducted any studies validating the use of Lexile measures with students who require these customized forms. *We urge caution in the use and interpretation of Lexile scores for these students.*

Web Sites

At the bottom of the last page of the ISR, a Web address is provided for access to more information about the South Carolina Academic Standards.

Sample Individual Student Report (grade 8 example)



Individual Student Report SPRING 2011

Jamie F. Adamms
Birth Date: 09 / 19 / 1996
Grade 8 – 1000126845

Hartsville Intermediate School
Hartsville County School District

Fall Assign School:
Hartsville High School

Scores from the Palmetto Assessment of State Standards (PASS) are provided in this report. Each year, students in grades 3, 5, 6, and 8 are tested in either science or social studies; students in grades 4 and 7 take both tests. For 2011, the PASS writing test was administered only to students in grades 5 and 8. Students in grades 3, 4, 6, and 7 did not participate in the writing test.

Test Results:

For each test taken, the student's total scale score and performance level are reported. There are three performance levels for PASS.

Exemplary – The student has demonstrated exemplary performance in meeting the grade level standard.

Met – The student met the grade level standard.

Not Met – The student did not meet the grade level standard.

Types of Items:

All PASS tests contain multiple-choice items. In addition, the writing test in grades 5 and 8 requires students to write a composition (extended-response) on a given topic.

Jamie's PASS Results

Subject	Not Met	Met	Exemplary
Writing		✓	
English Language Arts (Reading and Research)	✓		
Mathematics			✓
Science		✓	
Social Studies			

WRITING

Total Scale Score: **610**

Performance Level: **Met**

Domain Scores (extended-response only):

Content & Development	4.0
Organization	4.0
Voice	3.0
Conventions	2.0

The writing test (extended-response and multiple-choice) assesses four domains: content and development, organization, voice, and conventions.

The domain information below is based on extended-response **and** multiple-choice items.

Jamie's test performance shows strengths in the domain(s) listed.

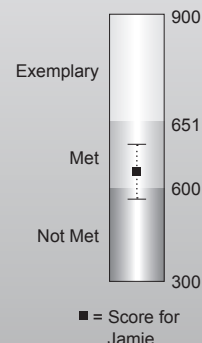
Content & Development
Organization

Jamie may benefit from additional activities that focus on the domain(s) listed.

Voice

Jamie's test performance shows weakness and a need for further instruction in the domain(s) listed.

Conventions



Sample Individual Student Report (grade 4 example)

ENGLISH LANGUAGE ARTS (Reading and Research)

Total Scale Score: **580**
Performance Level: **Not Met***

*Jane used a non-standard testing accommodation (oral administration); therefore, the test results may not reflect performance with respect to the academic grade level standards.

Jane's test performance shows strengths in the standard(s) listed.

Reading: *Literary Texts*

Jane may benefit from additional activities that focus on the standard(s) listed.

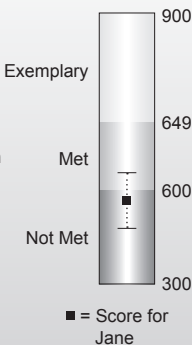
Reading: *Informational Texts*
Reading: *Building Vocabulary*

Jane's test performance shows weakness and a need for further instruction in the standard(s) listed.

Researching

Jane's Lexile range is BRL-85L.
A Lexile range provides information about a student's reading level. To find out how to select books for this Lexile range, contact the teacher, the school's media specialist, or a public librarian. You can also find help online at www.lexile.com.

BR = Beginning Reader



MATHEMATICS

Total Scale Score: **680**
Performance Level: **Exemplary**

Jane's test performance shows strengths in the standard(s) listed.

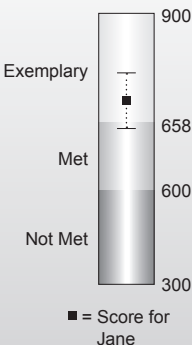
Number & Operations
Algebra
Measurement

Jane may benefit from additional activities that focus on the standard(s) listed.

Geometry

Jane's test performance shows weakness and a need for further instruction in the standard(s) listed.

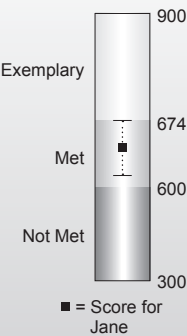
Data Analysis & Probability



Sample Individual Student Report (grade 4 example)

SCIENCE

Total Scale Score: 640
Performance Level: Met



Jane's test performance shows strengths in the standard(s) listed.

Scientific Inquiry
Organisms & Their Environments

Jane may benefit from additional activities that focus on the standard(s) listed.

Astronomy
Weather

Jane's test performance shows weakness and a need for further instruction in the standard(s) listed.

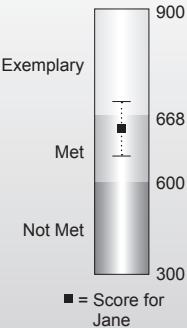
Properties of Light & Electricity

Score Graph

For each test, a graph displays the student's total scale score (indicated by a large black dot) in relation to the performance levels. If the student were to take an equivalent test or retake the same test, the student's score might change. However, the score would probably remain within the range marked by the dotted line on the graph.

SOCIAL STUDIES
(U.S. Studies to 1865)

Total Scale Score: 660
Performance Level: Met



Jane's test performance shows strengths in the standard(s) listed.

Exploration
Settlement
Colonial Conflict

Jane may benefit from additional activities that focus on the standard(s) listed.

A New Nation
Westward Movement

Jane's test performance shows weakness and a need for further instruction in the standard(s) listed.

Civil War

The South Carolina Academic Standards for each subject and grade are located on the SCDE Web site.
<http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/>.

Student Labels

The student label indicates the student's total scale scores and performance levels for each test taken. Schools receive one student label for each student tested. The labels are produced by the grade level of the test taken.

Student Demographic Information

The student's name appears on the first line in the top left corner of the label. The non-standard testing accommodation code(s), if applicable, and student ID will appear on that same line. The second line of the label indicates the names of the district and school followed by the state ID. The school name will be the fall assignment school; if fall assignment coding was not used, the origin school name will appear. The grade 4 sample label below is for Jane Anderson, who used a non-standard testing accommodation (H—i.e., oral administration for ELA). Jane's student ID is 100015648608 and her state ID is 100126846.

The third line of the label provides the following student demographic information: birth date, race/ethnicity, gender, and any IEP disability codes. The abbreviations used for the race/ethnicity and IEP disability codes are provided in Appendix B of this guide. According to the sample label, Jane Anderson was born on September 19, 2000; she is white (W), female (F), and has a documented disability (LD) in an IEP.

School Codes

BEDS codes for the student's origin (OR) school and fall assignment (FA) school are displayed below the student demographic information. In the grade 8 sample, the BEDS code for the origin school is 0101001. The BEDS code for Jamie's fall assignment school is 0101002, indicating that Jamie should be attending a different school in the fall than the one he attended (was tested at) in the spring.

Total Scale Score

The student's total scale score for each test taken appears in a table. For example, Jane's total scale scores were 580 for the ELA test, 680 for the mathematics test, 640 for the science test, and 660 for the social studies test.

Performance Level

The student's performance level for each subject tested is shown below the corresponding scale score. Jane's performance levels were as follows: Not Met for ELA, Exemplary for mathematics, and Met for science and social studies.

Sample Student Labels

(grade 8)

Adamms, Jamie F.		100015648607		PASS	
Hartsville County, Hartsville High School		100126845		SPRING 2011	
09/19/96 W / M				GRADE 8	
OR: 0101001	WRITING	ELA	MATH	SCIENCE	SOCIAL STUDIES
FA: 0101002					
Total Scale Score	610	580	680	640	
Performance Level	Met	Not Met	Exemplary	Met	

(grade 4)

Anderson, Jane		H		100015648608		PASS	
Hartsville County, Hartsville Elementary School				100126846		SPRING 2011	
09/19/00 W / F / LD						GRADE 4	
OR: 0101000	WRITING	ELA	MATH	SCIENCE	SOCIAL STUDIES		
FA: 0101000							
Total Scale Score		580	680	640	660		
Performance Level		Not Met	Exemplary	Met	Met		

Test Results and Score Interpretation

Criterion-Referenced Tests

PASS tests are criterion-referenced or standards-based. For these tests, the test score indicates the amount of skill or knowledge the test taker possesses in a particular subject or content area. A standards-based or criterion-referenced test can answer the following questions:

- What does a student know?
- What can a student do?
- What content and skills has the student mastered?

Criterion-referenced tests are measures that can be interpreted in terms of the student's ability to perform on clearly defined tasks or standards that are judged to be important. PASS test items are aligned with the detailed specifications given in the academic standards and indicators for each subject area. PASS test score results provide information about the student's competencies with respect to the standards tested rather than simply how well the student has performed relative to other students.

Test Score Interpretation

PASS results enable teachers to draw inferences about the level of student performance relative to a specific area of content such as mathematics, English language arts, or science. From the information provided for each standard or domain assessed, teachers may also infer student strengths and weaknesses on more clearly defined tasks.

Preparation for PASS

The best preparation for PASS is high-quality standards-based classroom instruction throughout the school year. Undue emphasis on test preparation, in isolation, is not sound instructional practice.

PASS as an Accountability Measure

Since the PASS tests were developed as standards-based accountability measures, there are limitations to the depth of information that can be provided for individual student or classroom purposes. District and school data can be used to identify overall subject area deficiencies or program improvement. The PASS results are useful in describing student performance by standard or domain, but additional testing at the classroom level is necessary for a more complete understanding of student performance on the academic standards and specific indicators.

PASS as a Single Source of Information

Users of PASS results should remember that test data constitute a single source of information that should be used in conjunction with other relevant information to evaluate educational quality or to make decisions about instruction. Comparisons of scores among teachers, schools, and/or districts should not be made without accounting for differences in factors affecting performance such as students' socioeconomic backgrounds and the parents' educational levels. PASS data should not be used as a sole basis for making judgments about the effectiveness of instruction offered to different groups of students.

APPENDIX A: EXTENDED RESPONSE SCORING RUBRIC

Extended Response Scoring Rubric

SCORE	4	3	2	1										
CONTENT / DEVELOPMENT	<ul style="list-style-type: none">• Presents a clear central idea about the topic• Fully develops the central idea with specific, relevant details• Sustains focus on central idea throughout the writing	<ul style="list-style-type: none">• Presents a central idea about the topic• Develops the central idea but details are general, or the elaboration may be uneven• Focus may shift slightly, but is generally sustained	<ul style="list-style-type: none">• Central idea may be unclear• Details need elaboration to clarify the central idea• Focus may shift or be lost causing confusion for the reader	<ul style="list-style-type: none">• There is no clear central idea• Details are sparse and/ or confusing• There is no sense of focus										
	ORGANIZATION	<ul style="list-style-type: none">• Has an effective introduction, body, and conclusion• Provides a smooth progression of ideas by using transitional devices throughout the writing	<ul style="list-style-type: none">• Has an introduction, body, and conclusion• Provides a logical progression of ideas throughout the writing	<ul style="list-style-type: none">• Attempts an introduction, body, and conclusion; however, one or more of these components could be weak or ineffective• Provides a simplistic, repetitious, or somewhat random progression of ideas throughout the writing	<ul style="list-style-type: none">• Attempts an introduction, body, and conclusion; however, one or more of these components could be absent or confusing• Presents information in a random or illogical order throughout the writing									
VOICE		<ul style="list-style-type: none">• Uses precise and/or vivid vocabulary appropriate for the topic• Phrasing is effective, not predictable or obvious• Varies sentence structure to promote rhythmic reading• Shows strong awareness of audience and task; tone is consistent and appropriate	<ul style="list-style-type: none">• Uses both general and precise vocabulary• Phrasing may not be effective, and may be predictable or obvious• Some sentence variety results in reading that is somewhat rhythmic; may be mechanical• Shows awareness of audience and task; tone is appropriate	<ul style="list-style-type: none">• Uses simple vocabulary• Phrasing is repetitive or confusing• Shows little or no sentence variety; reading is monotonous• Shows little or no awareness of audience and task; tone may be inappropriate										
CONVENTIONS	<ul style="list-style-type: none">• Provides evidence of a consistent and strong command of grade-level conventions (grammar, capitalization, punctuation, and spelling)	<ul style="list-style-type: none">• Provides evidence of an adequate command of grade-level conventions (grammar, capitalization, punctuation, and spelling)	<ul style="list-style-type: none">• Provides evidence of a limited command of grade-level conventions (grammar, capitalization, punctuation, and spelling)	<ul style="list-style-type: none">• Provides little or no evidence of having a command of grade-level conventions (grammar, capitalization, punctuation, and spelling)										
NOTE: This rubric MUST be used in conjunction with specific grade-level skills as outlined in the Composite Matrix for the Conventions of Grammar, Mechanics of Editing, Revision and Organizational Strategies, and Writing Products (Appendix B of ELA Standards, 2008).														
<table><tr><td>Blank</td><td>B</td></tr><tr><td>Off Topic</td><td>OT</td></tr><tr><td>Insufficient</td><td>IS</td></tr><tr><td>Unreadable</td><td>UR</td></tr><tr><td>Not Original</td><td>NO</td></tr></table>					Blank	B	Off Topic	OT	Insufficient	IS	Unreadable	UR	Not Original	NO
Blank	B													
Off Topic	OT													
Insufficient	IS													
Unreadable	UR													
Not Original	NO													

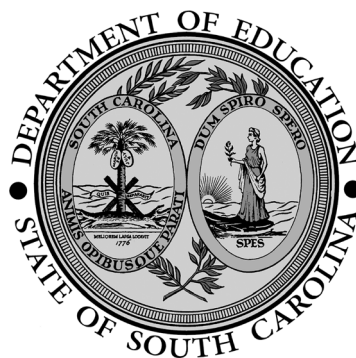
APPENDIX B: ABBREVIATIONS USED FOR STUDENT DEMOGRAPHIC INFORMATION ON STUDENT ROSTERS & LABELS

Race/Ethnicity Codes:

A	=	Asian
B	=	Black or African-American
H	=	Hispanic or Latino
I	=	American Indian or Alaska Native
P	=	Native Hawaiian or other Pacific Islander
W	=	White
M	=	Two or more races

IEP Disability Codes:

AU	=	Autism
DB	=	Deaf-Blindness
DD	=	Developmental Delay
EH	=	Emotionally Disabled
EM	=	Educable Mentally Disabled
HH	=	Deaf or Hard of Hearing
LD	=	Learning Disabled
MD	=	Multiple-Disabled
OHI	=	Other Health Impaired
OH	=	Orthopedically Impaired
PMD	=	Profoundly Mentally Disabled
SP	=	Speech or Language Impaired
TBI	=	Traumatic Brain Injury
TM	=	Trainable Mentally Disabled
VH	=	Blind or Visually Impaired



The South Carolina Department of Education does not discriminate on the basis of race, color, national origin, gender, or handicap in admission to, treatment in, or employment in its programs and activities. Inquiries regarding the nondiscrimination policies should be made to the Director of the Office of Human Resources, 429 Senate Street, Columbia, S.C. 29201, (803) 734-8781.